

A NOTE ABOUT THE SAMPLE ACTIVITIES

The following are sample activities designed to show you examples of possible activities for each API. You are not required to use these specific activities in your portfolios. The APIs used in this document come from the column for grades K-2 in the TCAP-Alt Performance Indicators document, which is available on the Tennessee State Department of Education website. The URL is: <http://www.tennessee.gov/education/speced/assessment.shtml#tcap>. Scroll down to the "Alternate Assessment" section.

Activities should be written in the past tense (e.g., "[Student's name] completed . . ."), since the evidence sheet should be filled out after the activity has been completed. Be sure to use the student's name when describing what he or she did during the activity (e.g., not, "The student used a paper bag, felt top hat, wiggly eyes, and a fake fur beard to make a paper bag puppet representing Abraham Lincoln," but "Anaxamander used a paper bag, felt top hat, wiggly eyes, and a fake fur beard to make a paper bag puppet representing Abraham Lincoln.").

NOTE: Please note that, when planning activities designed to teach behavior (e.g., understanding the reason for rules, working with others), the activity MAY NOT be dependent on the child misbehaving. For example, while teaching a child not to bite is a valid goal for your classroom, "the student accepted the consequences for biting a classmate" is NOT an acceptable activity for this assessment. Although, like toileting and feeding oneself, it is an integral lesson for the student to learn, it is classroom management, not academic instruction. (There is no way for the teacher to *initiate* this "activity" without inciting the student to bite someone. Obviously, no ethical teacher would do that.) "The student used puppets to role-play the consequences of biting" IS an acceptable activity.

Content Standard: CULTURE

Standard: *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

Alternate Learning Expectation (ALE): C.1. *Identify differences among people*

Alternate Performance Indicator (API): C.1.1. *Respond to familiar adults*

Sample Activities:

- The teacher called [student's name]'s name. When he/she did not respond, the teacher used a tactile cue (stroking [student's name]'s cheek) to encourage him/her to turn his/her head toward the speaker. Then the teacher walked to [student's name]'s other side and called his/her name. This time, he/she turned his/her head toward the teacher. She rewarded [student's name] with a smile and verbal praise.
- In response to a verbal greeting from the teacher, [student's name] made vocalizations. The teacher continued to talk with [student's name] and encourage him/her to vocalize in return.
- The teacher greeted [student's name] and then briefly discussed the day's events. In response, [student's name] showed active interest, by eye gaze and facial expression, for one minute.

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Alternate Learning Expectation (ALE): C.1. *Identify differences among people*

Alternate Performance Indicator (API): C.1.2. *Demonstrate awareness of unfamiliar people*

Sample Activities:

- [Student's name] was taken to the school cafeteria during a time when an unfamiliar class was present. The teacher encouraged [student's name] to make eye contact with peers in that class as they greeted and made conversation with him/her.
- On a class field trip to the stingray tank at the local mall, [student's name] was introduced to various strangers (e.g., the ticket-seller, the person who sells the stingray food, the docent). A paraprofessional encouraged [student's name] to acknowledge each person being introduced by facial expression or eye contact.
- A peer partner accompanied [student's name] to various booths at the school's fall festival, introducing him/her to people he/she did not know. [Student's name] was encouraged to greet the unfamiliar people to whom he/she was being introduced.

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Alternate Learning Expectation (ALE): C.1. *Identify differences among people*

Alternate Performance Indicator (API): C.1.3. *Show awareness of other children*

Sample Activities:

- [Student's name] was taken to the playground while other children were present. The teacher used gestures and verbal and tactile cues to encourage [student's name] to look in their direction and watch them play.
- At a Special Olympics bowling event, [student's name] watched the other athletes sharing his/her lane. When necessary, the teacher drew [student's name]'s attention to the other children.
- During a school talent show, [student's name] watched the performances. When [student's name]'s attention wandered, a peer touched [student's name]'s shoulder and pointed toward the performers on stage.

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Alternate Learning Expectation (ALE): C.1. *Identify differences among people*

Alternate Performance Indicator (API): C.1.4. *Engage with familiar adults*

Sample Activities:

- The teacher greeted [student's name] and made small talk with him/her. [Student's name] responded with eye contact, facial expressions, and vocalizations.
- As he/she was taken through the cafeteria line, a peer encouraged [student's name] to lift a hand in greeting toward the cashier. Verbal prompts were provided as needed to encourage [student's name] to wave.
- When the teacher sang and played a clapping game, "Say, Say, Little Playmate," with [student's name], he/she responded by vocalizing and attempting to mimic the motions.

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Alternate Learning Expectation (ALE): C.1. *Identify differences among people*

Alternate Performance Indicator (API): C.1.5. *React to unfamiliar adults*

Sample Activities:

- On a class field trip to the zoo, [student's name] was introduced to various strangers, (e.g., the ticket-taker, the person at the souvenir shop, the docents). [Student's name] was encouraged to acknowledge each person being introduced by facial expression or eye contact.
- A peer partner accompanied [student's name] to various booths at the school's arts and crafts fair, introducing him/her to adults he/she did not know. [Student's name] was encouraged to greet the unfamiliar adults to whom he/she was being introduced.

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Alternate Learning Expectation (ALE): C.1. *Identify differences among people*

Alternate Performance Indicator (API): C.1.6. *Interact with other children*

Sample Activities:

- With help from a peer partner, [student's name] played the "Candyland" board game with a group of peers.
- With help from a peer partner, [student's name] played the "UNO" card game with a group of peers.
- While at lunch with a group of typically developing peers, [student's name] verbally responded to simple questions posed by the peers (e.g., "What is your favorite food?"; "What did you watch on TV last night?").
- [Student's name] and a peer partner looked through the current edition of *Stone Soup* magazine and discussed the pictures and articles.
- [Student's name] and a peer partner looked through the current edition of *Ranger Rick* magazine and discussed the pictures and articles.

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Alternate Learning Expectation (ALE): C.2. *Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing*

Alternate Performance Indicator (API): C.2.1. *Demonstrate understanding of differences among individuals, culture, and community*

Sample Activities:

- [Student's name] sat across from two peers. With the teacher asking guiding questions as needed, [student's name] verbally described the similarities and differences between the peers.
- With a peer's help, [student's name] used markers and colored pencils to make a poster about things his/her classmates have in common and the ways in which they are different (e.g., same—two eyes, two ears, all human, all like pizza; different—eye color, hair color, different hobbies)
- [Student's name] watched a video about Chinese culture and verbally answered questions about it.
- At the end of a school-wide project in which each class creates a presentation on Christmas customs from different lands (e.g., tree, ornaments, crafts, foods, stories), [student's name] was taken to each class to see the different decorations and sample the different traditional foods in each "country" represented. Afterward, [student's name] verbally answered questions about the different customs.
- [Student's name] participated in a small-group discussion about the local communities [student's name] and his/her classmates are from and the ways in which each community is similar to and different from the others. There were three peers in [student's name]'s group; they asked [student's name] questions and encouraged him/her to comment on the discussion.
- The teacher brought in a family quilt and told a family story or history about it. [Student's name] used a quilt square, fabric scraps, fabric pens, and fabric glue to make a quilt piece of things that represent his/her family history or personal interests. Then [student's name] showed his/her quilt piece to the class and explained its meaning. After everyone in the class shared his/her piece, the quilt was assembled and displayed, showing the variety in the students' experiences.

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Alternate Learning Expectation (ALE): C.2. *Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing*

Alternate Performance Indicator (API): C.2.2. *Demonstrate an understanding of the reason for rules*

Sample Activities:

- The teacher described a series of five scenarios to [student's name]. Each scenario involved a situation in which people did not follow rules. After each scenario, the teacher asked, "What might happen next?" [Student's name] verbally predicted the consequences of each instance in which people did not follow rules.
- [Student's name] helped create classroom rules and joined in a discussion of why each suggested rule was chosen or discarded. [Student's name] contributed suggestions for rules and made comments about whether or not each was a good choice. The teacher wrote each rule on the board as it was suggested, and the class voted on each with a show of hands. When a rule was discarded, [student's name] erased it from the list, with prompts as needed from the teacher.

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Alternate Performance Indicator (API): C.2.3. *Identify persons in a family and their roles*

Sample Activities:

- [Student's name] identified family members by pointing to photographs on a picture board in response to the verbal cue, "Where is [person's name]?"
- Given photographs of his/her family members, [student's name] verbally named each family member as the teacher pointed to that person's picture and asked, "Who is this?"
- Given photographs of his/her family members, [student's name] verbally named each family member and described that person's role in the family when the teacher pointed to that person's picture and asked, "Who is this? What does he/she do in your family?"
- When the teacher showed [student's name] a picture of an unfamiliar family, [student's name] verbally identified each family member by title (e.g., father, mother, sister, brother, baby) and discussed his/her possible roles in the family (e.g., dishwasher, homework helper, someone to play basketball with, someone to fix a broken skateboard, someone to entertain the baby, someone everybody takes care of).
- Using the flannel board and felt-backed cut-outs, the teacher showed the class a representation of a family and asked questions about what roles the various family members might play. "Family members" and accessories were added and removed to reflect the different families being discussed. [Student's name] and his/her classmates engaged in a discussion about how roles are assigned differently in different families.
- [Student's name] and a group of peers made paper bag puppets to represent various family members. They then role-played a series of scenarios designed to show the various roles of each family member represented. [Student's name] made a puppet of a mother and played the role of the mother in two scenarios.

Content Standard: ECONOMICS

Standard: *Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

Alternate Learning Expectation (ALE): E.1. *Identify basic human needs*

Alternate Performance Indicator (API): E.1.1. *Demonstrate understanding that people need food, clothing, and shelter*

Sample Activities:

- Given a pencil and lined paper, [student's name] "wrote" a packing list for a camping trip, making sure to address the basic human needs of food/water, clothing, and shelter). He/she used pictures and invented spelling to represent the items on the list.
- [Student's name] listened to a story about Inuit life, then discussed with the teacher the need for shelter against the elements. Afterward, with the help of a peer, [student's name] built a model igloo from sugar cubes.
- [Student's name] and a peer looked at a picture book of clothing from different lands and discussed how and why the people from each country designed their clothing to meet the needs of that country's climate and terrain.

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Alternate Learning Expectation (ALE): E.1. *Identify basic human needs*

Alternate Performance Indicator (API): E.1.2. *Explain how basic human needs of food, clothing, shelter and transportation are met*

Sample Activities:

- During a class discussion of how and why people need food, [student's name] made five verbal contributions to the discussion. Afterward, [student's name] helped plant a class vegetable garden.
- [Student's name] and a peer looked at a picture book of clothing from different lands and discussed where the people from each country acquired the materials from which to make their clothing.
- [Student's name] and a small group of peers were shown a head of lettuce, an apple, a round of cheese, a carton of (hardboiled) eggs, and a cooked steak. They smelled, touched, and tasted each food. Then [student's name], peers, and teacher discussed where each comes from.
- [Student's name] and a small group of peers were shown pictures of a cotton shirt, a car, a brick house, and a city bus. Then [student's name], peers, and teacher discussed what each is used for and where a consumer can buy or (in the case of the bus) make use of each one.
- [Student's name] watched a video on how vegetables are grown and distributed.

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Alternate Learning Expectation (ALE): E.2. *Identify examples of goods and services in the home, school, and community*

Alternate Performance Indicator (API): E.2.1. *Distinguish the difference between goods and services*

Sample Activities:

- [Student's name] listened as the teacher read aloud from the book *Goods and Services*, by Janeen R. Adil. Then [student's name] participated in a group discussion about the concepts introduced in the book.
- [Student's name] was given two picture cards, one of a box with canned foods in it (representing goods) and the other of a person cleaning an office (services). The teacher named five goods and five services. As each was named, [student's name] identified it as a good or a service by pointing to the correct picture.
- On a white board, [student's name] used erasable markers to list goods in one column and services in another. He/she used pictures and invented spelling as needed to represent the items on the list.
- [Student's name] cut out magazine photos to represent goods and services, then made a poster by gluing each photo under the appropriate heading: goods or services.

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Alternate Learning Expectation (ALE): E.2. *Identify examples of goods and services in the home, school, and community*

Alternate Performance Indicator (API): E.2.2. *Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store)*

Sample Activities:

- [Student's name] was given two sets of five pictures each. One set depicted the following goods and services: groceries, medicine, clothing, art supplies, and car. The other depicted the following places in which those goods or services could be purchased: grocery store, pharmacy, clothing boutique, art supply store, and car dealership. [Student's name] correctly matched each good or service with the place in which it could be purchased.
- [Student's name] accompanied the class on a field trip to a local discount store (Wal-Mart). Afterward, upon request, [student's name] verbally named at least ten things that could be purchased there.
- After accompanying the class on a field trip to a local discount store (e.g., Wal-Mart, K-Mart, Target), [student's name] made a list (on notebook paper) of at least ten things that could be purchased there. He/she used pictures and invented spelling as needed to represent the items on the list.

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Alternate Learning Expectation (ALE): E.2. *Identify examples of goods and services in the home, school, and community*

Alternate Performance Indicator (API): E.2.3. *Recognize that goods and services are exchanged worldwide*

Sample Activities:

- Given a two-dimensional map of the world, [student's name] used picture labels and markers to indicate how various goods and services originate in one area and are sent to other places around the world. For example, the label that depicted "oranges" was attached to a location in Florida, and lines were drawn from the picture of oranges to a place where the oranges might be sent.
- The teacher showed [student's name] and a small group of peers the following objects: a banana, a silk scarf from China, an orange, a Swiss pocket watch, and a piece of cotton cloth. [Student's name], peers, and teacher discussed each item, where it comes from, and where in the world it might be sent.
- [Student's name] made and illustrated a booklet depicting five products the U.S. sends to other countries and five products the U.S. receives from other countries.

Content Standard: GEOGRAPHY

Standard: *Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.*

Alternate Learning Expectation (ALE): GG.1. *Describe seasons*

Alternate Performance Indicator (API): GG.1.1. *Describe how weather impacts daily life*

Sample Activities:

- [Student's name] and a small group of peers improvised a short play about a family picnic threatened by a rainstorm.
- [Student's name] played a computer game in which he/she designed and managed a virtual farm. In the course of the game, [student's name] had to deal with the effects of the weather on his/her crops and work plans. After playing the game, [student's name] discussed how the weather affected the farmer's work.
- [Student's name] contributed at least five comments or questions to a group discussion about ways in which the weather might affect a person's plans (e.g., a rained out ball game, a sunny day for going to the beach, school canceled because of snow).

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Alternate Learning Expectation (ALE): GG.1. *Describe seasons*

Alternate Performance Indicator (API): GG.1.2. *Describe different kinds of weather*

Sample Activities:

- [Student's name] was given five pictures representing the following weather conditions: sunny, snowing, cloudy, tornado, thunderstorm. As the teacher described each weather condition, [student's name] correctly pointed to the picture that represented it. (Prerequisite)
- While on a walk around the school grounds, [student's name], upon request by the teacher, verbally described the current weather conditions.
- [Student's name] was given five pictures representing the following weather conditions: sunny, snowing, cloudy, tornado, thunderstorm. Upon request, [student's name] gave a verbal description of each.

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Alternate Learning Expectation (ALE): GG.2. *Understand how to use maps, globes, and other geographic representations, tools and technologies*

Alternate Performance Indicator (API): GG.2.1. *Understand and recognize familiar localities (school, home, etc.)*

Sample Activities:

- Upon request, [student's name] pointed to his/her school, house, and grandmother's house on his/her picture-communication board.
- [Student's name] was given five pictures of the following familiar locations: school, home, Wal-Mart, McDonald's, and the Tae Kwan Do school. As the teacher pointed to each picture, [student's name] named the location represented and described what generally happens there.

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Alternate Learning Expectation (ALE): GG.2. *Understand how to use maps, globes, and other geographic representations, tools and technologies*

Alternate Performance Indicator (API): GG.2.2. *Locate and name familiar places in school and in the neighborhood*

Sample Activities:

- A peer took [student's name] for a walk around the school and school grounds. The peer stopped at familiar locations (e.g., cafeteria, art room, principal's office, playground) and asked [student's name], "Where are we now?" or "Where is this?" [Student's name] correctly identified each location.
- [Student's name] and a peer went for a walk. The peer asked [student's name] to take him/her to familiar locations (e.g., cafeteria, art room, principal's office, playground), and [student's name] led the peer to the requested location.

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Alternate Learning Expectation (ALE): GG.2. *Understand how to use maps, globes, and other geographic representations, tools and technologies*

Alternate Performance Indicator (API): GG.2.3. *Describe differences among physical features of locations (e.g., farms, cities, urban, rural)*

Sample Activities:

- Given two red pencils and a blue one, [student's name] told which two were the same and which one was different. (Prerequisite)
- [Student's name] was given two pictures of the same landscape, but the second picture was different from the first in ten ways (e.g., a horse in the pasture instead of a cow; a tree in one that had been "Photoshopped" out of the other; a chimney on the opposite side of a cottage). [Student's name] found and circled the ten things that were different in the second picture.
- Given a photograph of a farm and a photograph of a cityscape, [student's name] described each picture and told what was different about them.
- [Student's name] drew a picture of his/her bedroom and a sibling's bedroom and described the differences between them.
- Given pictures of a Scottish village and a beach resort in Miami, [student's name] described the differences between the two.

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Alternate Learning Expectation (ALE): GG.2. *Understand how to use maps, globes, and other geographic representations, tools and technologies*

Alternate Performance Indicator (API): GG.2.4. *Recognize that maps and globes are representations or models of specific places*

Sample Activities:

- [Student's name] followed a map of the classroom to find a prize (a set of glitter pens in a drawstring bag) hidden behind the filing cabinet.
- Given a sheet of art paper and a set of colored pens and pencils, [student's name] drew a map of his/her neighborhood.
- A peer drew a map of the playground (with crayons on art paper) and marked a path on it. [Student's name] followed the path from one piece of playground equipment to the next. In the final location, [student's name] found a bag of "pirate gold" (i.e., chocolate disks wrapped in gold foil) to share with the peer.
- Upon request, [student's name] pointed to the United States and to Tennessee on a globe.
- When presented with a globe and a photograph of Earth from space, [student's name] compared the two and pointed out similarities to the teacher. The teacher and student discussed how the globe is a model of Earth.

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Alternate Learning Expectation (ALE): GG.2. *Understand how to use maps, globes, and other geographic representations, tools and technologies*

Alternate Performance Indicator (API): GG.2.5. *Use map symbols and legends to identify locations and directions*

Sample Activities:

- The teacher presented an unlabeled map of a bedroom with only the space and shapes (no legend). [Student's name] was told that this was a drawing of a bedroom in someone's house and asked to discuss what each of the various shapes might represent. The teacher helped [student's name] make a legend for the map. Then [student's name] drew a map of his/her own bedroom, complete with legend.
- [Student's name] used a simple map depicting fairy tale locations (e.g., the Three Pigs' house, the house that Jack built, Cinderella's castle, the Seven Dwarfs' cottage) to answer questions (e.g., "Where is the house that Jack built?"; "Whose house is the farthest south?")
- Given a simplified map of the United States, [student's name] correctly pointed to each of the following on request: legend, compass rose, north, south, east, west, a city, a road, and a river.

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Alternate Learning Expectation (ALE): GG.2. *Understand how to use maps, globes, and other geographic representations, tools and technologies*

Alternate Performance Indicator (API): GG.2.6. *Find a specific location on a school or community map*

Sample Activities:

- Given a map of [student's name]'s home town or city, [student's name] "drove" a miniature car to various locations on the map, according to verbal directions given by a peer (e.g., "Start at the bank and follow Main Street to the hospital").
- Given a map of [student's name]'s home town or city, [student's name] used a highlighter to follow verbal directions given by a peer (e.g., "Start at the bank and follow Main Street to the hospital").
- On a simplified city map, [student's name] used different colored highlighters to mark navigable routes from the school to the fire department, from [student's name]'s home to a friend's home, and from [student's name]'s home to a nearby grocery store.

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Alternate Learning Expectation (ALE): GG.2. *Understand how to use maps, globes, and other geographic representations, tools and technologies*

Alternate Performance Indicator (API): GG.2.7. *Define and use directions (i.e., N, S, E, W)*

Sample Activities:

- Given a worksheet depicting a compass rose with “N” filled in for north, [student’s name] used a pencil to fill in south, east, and west.
- [Student’s name] played the interactive computer game “Cybersquad and the Eye of Rom” located on the website: <http://pbskids.org/cyberchase/games/inverseoperations/inverseoperations.html>. In this game, [student’s name] followed directions N, S, E, and W to navigate through mazes and find four puzzle pieces.
- With one of the cardinal directions (i.e., N, S, E, W) written on each wall of the gym, [student’s name] jumped rope, jumping to face each direction called out by the teacher.
- Given a set of cards labeled, N, S, E, and W and told which direction is north, [student’s name] and three peers each took a card and then used their own bodies to make a compass rose by standing in a circle in correct formation in relation to north. For example, the child with the “N” card stood at the north end of the circle, while the child with the “S” card stood at the opposite end.
- With help from a peer tutor, [student’s name] made a cardboard compass rose and, from various places in the room, oriented the compass rose to cardinal directions (i.e., N, S, E, W) written on the walls.
- Given a map of [student’s name]’s home town or city, [student’s name] “drove” a miniature car according to verbal directions given by a peer (e.g., “Go north on Haint Hollow Road; go west on Tater Peeler Road”).
- Given a map of [student’s name]’s home town or city, [student’s name] used a highlighter to follow verbal directions given by a peer (e.g., “Go north on Haint Hollow Road; go west on Tater Peeler Road”).

Content Standard: GOVERNANCE AND CIVICS

Standard: *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

Alternate Learning Expectation (ALE): GC.1. Exhibit cooperation

Alternate Performance Indicator (API): GC.1.1. Work beside other children

Sample Activities:

- [Student's name] made a Chinese dragon kite alongside a group of peers, who were also making kites.
- [Student's name] completed a George Washington stick puppet alongside a group of peers, who worked on puppets of their own.

Content Standard: GOVERNANCE AND CIVICS

Standard: *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

Alternate Learning Expectation (ALE): GC.1. Exhibit cooperation

Alternate Performance Indicator (API): GC.1.2. Work with other children

Sample Activities:

- [Student's name] and a peer worked together to complete a mosaic from small pieces of ceramic tile.
- [Student's name] helped a small group of peers build a Chinese dragon kite from bamboo sticks and silk.
- [Student's name] and a peer worked together to build a traditional diamond-shaped kite from balsa wood sticks and white plastic bags decorated with permanent markers.
- After listening to the story *Goldilocks and the Three Bears*, [student's name] and a small group of peers made paper bag puppets to represent the characters in the story. Then [student's name] and peers performed the story for the rest of the class.

Content Standard: GOVERNANCE AND CIVICS

Standard: *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

Alternate Learning Expectation (ALE): GC.1. *Exhibit cooperation*

Alternate Performance Indicator (API): GC.1.3. *Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts)*

Sample Activities:

- [Student's name] and a peer role-played a situation in which two children want to play with the same toy. Afterward, [student's name] participated in a class discussion about different ways in which the conflict could have been resolved.
- [Student's name] verbally named three different ways to resolve a situation in which a person is being bullied by a classmate. Then [student's name] and teacher discussed each strategy and why each one might or might not be effective.

Content Standard: GOVERNANCE AND CIVICS

Standard: *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

Alternate Learning Expectation (ALE): GC.2. *Identify purposes for having rules*

Alternate Performance Indicator (API): GC.2.1. *Demonstrate understanding of the reason for rules*

Sample Activities:

- The teacher described a series of five scenarios to [student's name]. Each scenario involved a situation in which people did not follow rules. After each scenario, the teacher asked, "What might happen next?" [Student's name] predicted the consequences of each instance in which people did not follow rules.
- [Student's name] helped create classroom rules and joined in a discussion of why each suggested rule was chosen or discarded. [Student's name] contributed suggestions for rules and made comments about whether or not each was a good choice. The teacher wrote each rule on the board as it was suggested, and the class voted on each with a show of hands. When a rule was discarded, [student's name] erased it from the list, with prompts as needed from the teacher.
- After reading *Where the Wild Things Are*, by Maurice Sendak, [student's name], teacher, and a group of three peers discussed the need for rules and what might happen if there were none.

Content Standard: GOVERNANCE AND CIVICS

Standard: *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

Alternate Learning Expectation (ALE): GC.2. *Identify purposes for having rules*

Alternate Performance Indicator (API): GC.2.2. *Design a set of rules or laws for home, classroom, or community*

Sample Activities:

- [Student's name] helped create five classroom rules and joined in a class discussion of why each suggested rule was chosen or discarded. The teacher led the discussion and wrote each rule on the whiteboard as it was being discussed. The class voted on each rule by a show of hands. The teacher wrote each rule that was accepted on poster board to be displayed in the classroom. When a rule was rejected, [student's name] erased it from the whiteboard.
- [Student's name] and a small group of peers designed an imaginary town. They made a map of the town, drew at least five characters who might live and work there, and discussed a set of laws the citizens must follow. When the group decided on the laws, [student's name] dictated the laws to the teacher, who wrote them down on a sheet of notebook paper and put them in a notebook, along with the map and the character drawings.

Content Standard: GOVERNANCE AND CIVICS

Standard: *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

Alternate Learning Expectation (ALE): GC.2. *Identify purposes for having rules*

Alternate Performance Indicator (API): GC.2.3. *Demonstrate understanding of the necessity for establishing and enforcing the rule of law*

Sample Activities:

- [Student's name] dictated a short story to a peer tutor about what might happen in a city with no laws. The peer recorded the story on lined paper and gave it to [student's name].
- [Student's name] and a group of three peers wrote and performed a play about a town with no laws.
- [Student's name] listened to a presentation by a police officer on laws and why they are important.

Content Standard: HISTORY

Standard: *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.1. *Recognize change in the environment (e.g. toys added or taken away; room rearranged)*

Sample Activities:

- The teacher placed five objects (e.g., pencil, book, eraser, paperweight) on [student's name]'s desk and asked [student's name] to study them for one minute. Then [student's name] covered his/her eyes, and the teacher removed one of the five objects. When directed to open his/her eyes, [student's name] told which object was removed.
- [Student's name] was given one minute to look around the art area. Then he/she covered his/her eyes, and the teacher made a change in the environment (e.g., moving the paintbrushes from one side of the sink to the other). The teacher said "Okay, open your eyes," and [student's name] looked around the area and told the teacher what change was made.
- [Student's name] and a peer took turns arranging and rearranging the furniture in a Victorian dollhouse. The person who was not arranging the furniture covered his/her eyes while the changes were being made. After each arrangement, [student's name] and peer discussed the changes that were made.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.2. *Use a schedule to record previous and future events*

Sample Activities:

- After math class, [student's name] went to his/her pocket schedule and pointed to the picture beneath "Math" to indicate what activity came next.
- Given five picture cards, each with a picture representing one of the day's activities, [student's name] put the cards in chronological order to represent the day's schedule. The teacher provided verbal cues and guiding questions (e.g., "And then what do we do?") as needed.

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.3. *Read and construct simple timelines*

Sample Activities:

- [Student's name] used a sequence of "picture instructions" to follow the sequential steps in making cupcakes.
- [Student's name] helped the class make a butcher paper mural depicting the history of the United States in the form of an illustrated timeline.
- Shown a simple paper timeline of three events (e.g., breakfast, lunch, and dinner; baby crawling, toddler walking, boy running), [student's name], upon request, pointed to what happened first, second, and last.

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.4. *Recognize routines and categorize time intervals*

Sample Activities:

- [Student's name] gave appropriate verbal responses to five questions about his/her daily activities (e.g., "What do you do when you get home from school?").
- When asked to describe his/her daily activities, [student's name] recounted at least five things he/she does each day.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.5. *Distinguish between the past, present, and future*

Sample Activities:

- When the teacher named ten school-day activities, [student's name] told whether he/she had already done the activity that day or whether it would be done later.
- Given two picture cards representing a chronological sequence (e.g., baby and old man, puppy and dog, seed and apple), [student's name] placed the pictures in chronological order.
- [Student's name] made a three-generation family tree using construction paper for the tree and branches and family pictures to represent the family members. [Student's name] drew pictures to represent family members for whom no pictures were available. [Student's name] discussed each family member's role in the past and present, and then predicted what might happen to the family tree in the future.

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.6. *Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago*

Sample Activities:

- When the teacher named ten events from [student's name]'s life, [student's name] told whether the event occurred in the recent or distant past.
- Upon request from the teacher, [student's name] verbally recounted his/her life story using words associated with time.
- After reading the story *Who's In Rabbit's House*, by Verna Aardema and Diane Dillon, [student's name] verbally answered questions about what might have happened before the events in the story occurred (i.e., in the past) and what might happen after the story ends (i.e., in the future).

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.7. *Identify examples of change and recognize examples of cause and effect relationships*

Sample Activities:

- The teacher showed [student's name] a balloon and a pin and asked what would happen if the balloon were pierced by the pin. [Student's name] answered. The teacher then popped the balloon with the pin, and [student's name] discussed whether or not his/her prediction was correct. [Student's name] then was asked to predict the effect of each of the following actions: pouring red food coloring into a glass of milk, putting a new pencil into an electric pencil sharpener, putting a sugar cube into a glass of warm water, and putting a paper boat into a bowl of water. After each prediction, the teacher and student performed the action to see if [student's name]'s prediction was correct.
- [Student's name] listened to the book *If You Give a Mouse a Cookie*, written by Laura Numeroff and read aloud by the teacher. After each page, [student's name] predicted the effect of the event depicted on that page.
- [Student's name] listened to *The Five Chinese Brothers*, a retelling of a Chinese folk tale, read aloud by the teacher. After each page, [student's name] predicted the effect of the event depicted on that page.

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.8. *Analyze the causes and effects of changes in a place over time*

Sample Activities:

- [Student's name] and a peer discussed the changes depicted in a series of photographs of the same house taken over several years (e.g., peeling paint, new roof, flowers planted and blooming, a broken window). [Student's name] discussed what changes were visible and what might have caused them.
- [Student's name] watched a video depicting the transformation of a wooded area to an apartment complex, then drew a series of four pictures depicting the following stages of development: pristine woodland, clearing the area with heavy machinery, the foundation and scaffolding of the new building, and the final apartment complex.

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.9. *Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources)*

Sample Activities:

- After interviewing five adults about why they chose to live where they do, [student's name] verbally shared their reasons with the class.
- [Student's name], the teacher, and two peers verbally discussed factors people might consider when choosing a place to settle.
- [Student's name] and a small group of peers made a list on the whiteboard of ten things people might consider when choosing a place to settle. One peer wrote the list while the others told him/her what to put on it. [Student's name] contributed two items to the list and also discussed why each item mentioned during the discussion might be important.
- [Student's name] and a small group of peers looked at a topographic United States map showing the location of pioneer settlements. Then [student's name] and peers discussed possible reasons for settling in those locations.
- [Student's name] used colored pencils on art paper to illustrate one reason why people might choose to live in his/her neighborhood. He/she drew a picture of a nearby park with children playing on the playground there.

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.10. *Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press)*

Sample Activities:

- [Student's name] used markers on poster board to make a timeline depicting the history of communication, from smoke signals and drums to emails and cell phones.
- After reading a book about farming practices during the Middle Ages, [student's name] accompanied the class on a field trip to a farm, where the farmer showed the students how modern farming tools (e.g., tractors) have changed the way farmers work.
- [Student's name] was shown pictures of the following technological advances: wheel, computer, telephone, printing press, and tractor. [Student's name] then verbally described the ways in which each of these inventions makes our lives easier or better.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.11. *Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past*

Sample Activities:

- [Student's name] listened to three guest speakers discuss a single event that was witnessed by all of them—the beach landing at Normandy. After the speakers left, [student's name] and peers discussed the ways in which the three accounts were similar and different. The class then broke into small groups, each of which used the three accounts to construct a single narrative that encompassed the experiences of all three speakers. [Student's name] offered verbal comments that contributed to the discussion in his/her small group.
- [Student's name] listened to two different stories about Johnny Appleseed and verbally discussed the similarities and differences between them.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.1. *Recognize that change occurs over time*

Alternate Performance Indicator (API): H.1.12. *Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett)*

Sample Activities:

- [Student's name] played a small role (the owner of a trading post) in a class play about Davy Crockett.
- After listening to a story about the life of Sequoia and how he created the Cherokee alphabet, [student's name] painted a picture on art paper illustrating one event in Sequoia's life.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.2. *Describe and measure calendar time by days, weeks, months, and years*

Alternate Performance Indicator (API): H.2.1. *Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning)*

Sample Activities:

- [Student's name] was given a picture of a sunny day and a picture of a starry night. When asked ten questions about when various events occur (e.g., When do we go to bed? When do we go to school?), [student's name] pointed to the picture depicting the appropriate time (i.e., day or night) in response to each question.
- Given a white board and dry erase markers, [student's name] drew a line dividing the board into two columns. He/she drew pictures of five daytime activities in the left column and five nighttime activities in the right column.
- Given five pictures of daytime activities and five pictures of night time activities, [student's name] placed the daytime pictures on a construction paper sun and the night time pictures on a construction paper moon.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.2. *Describe and measure calendar time by days, weeks, months, and years*

Alternate Performance Indicator (API): H.2.2. *Demonstrate ability to follow a schedule*

Sample Activities:

- After math class, [student's name] went to his/her pocket schedule and pointed to the picture beneath "Math" to indicate what activity comes next.
- [Student's name] helped the teacher bake cupcakes by following a set of picture instructions. (Prerequisite)

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.2. *Describe and measure calendar time by days, weeks, months, and years*

Alternate Performance Indicator (API): H.2.3. *Demonstrate ability to tell time (e.g., to the minute, hour, or day)*

Sample Activities:

- Upon request, [student's name] recited the days of the week. The teacher gave verbal prompts as needed. (Prerequisite)
- [Student's name] made a paper-plate clock, placing the numbers in the correct positions and attaching the large and small hands to the center of the clock. [Student's name] then identified the long hand as the minute hand and the short hand as the hour hand.
- [Student's name] was given ten pictures of clocks with no hour hand and with the minute hand pointing to 12. Beneath each clock was a label with a time stated to the hour (e.g., 1:00, 2:00, 3:00). [Student's name] drew the hour hand in the correct position to match the time beneath each clock.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.2. *Describe and measure calendar time by days, weeks, months, and years*

Alternate Performance Indicator (API): H.2.4. *Demonstrate understanding of the purpose of a calendar*

Sample Activities:

- The teacher presented [student's name] and a small group of peers with a variety of calendars, including a wall calendar, a pocket calendar, a Mayan calendar, and an ancient Egyptian calendar. The teacher explained that people from many cultures have used calendars to keep track of and measure days, weeks, months, and years. [Student's name] took part in a group discussion about the similarities and differences among the various calendars. They then discussed why calendars are important and how people use them in everyday life.
- Given a calendar for the month and stickers representing special events for that month (e.g., birthdays, holidays), [student's name] (with help from the teacher) placed the stickers in the appropriate boxes.
- Upon request by the teacher, [student's name] pointed to the year, month, and days of the week on a wall calendar.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.2. *Describe and measure calendar time by days, weeks, months, and years*

Alternate Performance Indicator (API): H.2.5. *Identify days of the week*

Sample Activities:

- [Student's name] and teacher sang the "Days of the Week" song together. Then the teacher sang the song, leaving out every other day and waiting for [student's name] to fill in the missing day.
- [Student's name] verbally answered questions about what happens each day at school and home (e.g., "What day do we have music class?"; "What day do you go to your bowling league?").
- [Student's name] verbally answered questions about the order of the days of the week (e.g., "What comes before Wednesday?"; "What comes after Saturday?").
- Given word cards with the days of the week written on them, [student's name] placed the cards in chronological order, beginning with Sunday.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.2. *Describe and measure calendar time by days, weeks, months, and years*

Alternate Performance Indicator (API): H.2.6. *Identify months of the year*

Sample Activities:

- [Student's name] verbally answered questions about events that occur in various months (e.g., "What month has Christmas in it?"; "What month has St. Patrick's Day?").
- On request by the teacher, [student's name] recited the months of the year. The teacher gave verbal prompts as needed.
- Given picture cards representing holidays, [student's name] held up each holiday card when the teacher said the name of the month in which it occurs.
- Given word cards with the months of the year written on them, [student's name] placed the cards in chronological order, beginning with January.

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Alternate Learning Expectation (ALE): H.2. *Describe and measure calendar time by days, weeks, months, and years*

Alternate Performance Indicator (API): H.2.7. *Identify present year (e.g., 2007, 2008, etc.)*

Sample Activities:

- [Student's name] was given a series of photographs of himself/herself, one from each year of [student's name]'s life. [Student's name] and the teacher discussed how we grow older every year and that we need a way to separate each year from the others when we talk about events that occurred. After explaining that each year is assigned a number, [student's name] pointed to each picture, beginning with the first, and named the year in which it occurred. When he/she came to the current year, the teacher asked [student's name], "And what year do you think this is?" The teacher used guiding questions to help [student's name] determine the correct current year.
- The teacher helped [student's name] find the current year on a cardboard timeline.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.2. *Describe and measure calendar time by days, weeks, months, and years*

Alternate Performance Indicator (API): H.2.8. *Demonstrate ability to use a calendar for scheduled events*

Sample Activities:

- Given a blank calendar for the current month and five stickers representing events that occur during that month (e.g., Christmas, birthday, school assembly), [student's name] placed each sticker in the box representing the day on which the event is or was to occur.
- When the teacher asked [student's name] questions about when specific events occur (e.g., "When do we go to gym?"; "When do we have the Halloween party?"), [student's name] pointed to the correct date (or dates) on the calendar.

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Alternate Learning Expectation (ALE): H.2. *Describe and measure calendar time by days, weeks, months, and years*

Alternate Performance Indicator (API): H.2.9. *Identify common events and routines*

Sample Activities:

- [Student's name] gave appropriate verbal responses to five questions about his/her daily activities (e.g., "What do you do when you get home from school?").
- When asked to describe his/her daily activities, [student's name] recounted at least five things he/she does each day.

Content Standard: HISTORY

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Alternate Learning Expectation (ALE): H.2. *Describe and measure calendar time by days, weeks, months, and years*

Alternate Performance Indicator (API): H.2.10. *Create and interpret timelines*

Sample Activities:

- [Student's name] brought ten photographs from home, each depicting a different event in his/her life. He/she made a timeline on poster board, with help from the teacher, then arranged the photographs in chronological order and taped them onto their correct positions on the timeline.
- [Student's name] and a group of peers watched a video about George Washington, and then used markers on Bristol board to create a timeline George Washington's life.

Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS

Standard: *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

Alternate Learning Expectation (ALE): IGI.1. *Explain the consequences of an individual's decisions and actions*

Alternate Performance Indicator (API): IGI.1.1. *Demonstrate understanding of individual responsibility*

Sample Activities:

- [Student's name] helped the class pick up trash on the school grounds, and then participated in a class discussion about the importance of taking responsibility for picking up one's own trash and keeping one's environment clean.
- After eating, [student's name] took his/her lunch tray to the window, and then used a rag to clean off his/her section of the table.

Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS

Standard: *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

Alternate Learning Expectation (ALE): IGI.1. *Explain the consequences of an individual's decisions and actions*

Alternate Performance Indicator (API): IGI.1.2. *Demonstrate understanding of cooperation*

Sample Activities:

- [Student's name] worked with the rest of the class to decorate the classroom for a Christmas open house. Decorations included tinsel, ornaments made by the students, construction paper chains, glittery snowflakes, and Santas made by students from felt and cardboard tubes.
- The class was divided into small groups. [Student's name] worked with his/her group to design and build a rubber band rocket that would fly higher and farther than the rubber band rockets built by the other groups.
- [Student's name] worked with a partner to build a Lego model of a racecar.

Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS

Standard: *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

Alternate Learning Expectation (ALE): IGI.1. *Explain the consequences of an individual's decisions and actions*

Alternate Performance Indicator (API): IGI.1.3. *Work independently and cooperatively to accomplish goals*

Sample Activities:

- [Student's name] and a peer used bamboo sticks, silk, and fabric paint to make a pair of Chinese dragon kites, which they then took outside and flew.
- [Student's name] used a set of picture instructions to help the teacher make cupcakes for a class party.
- [Student's name] and a peer worked together to build and decorate a puppet stage for a local community center. The stage was made from two wooden crates and decorated with paint and fabric.

Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS

Standard: *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

Alternate Learning Expectation (ALE): IGI.1. *Explain the consequences of an individual's decisions and actions*

Alternate Performance Indicator (API): IGI.1.4. *Demonstrate ability to share and give opinions in a group*

Sample Activities:

- [Student's name] participated in a group discussion to decide on a class community service project. The group decided to landscape the front yard of a nearby nursing home.
- [Student's name] and a peer were given a choice between two topics: how much TV students should watch on weeknights or how much (if any) allowance a student should get. The peer gave an opinion on the chosen topic, and [student's name] made a verbal response about his/her own opinion. [Student's name] and peer took turns elaborating on their opinions.

Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS

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Alternate Learning Expectation (ALE): IGI.1. *Explain the consequences of an individual's decisions and actions*

Alternate Performance Indicator (API): IGI.1.5. *Recognize that individuals have a role in each group in which they participate*

Sample Activities:

- With the teacher's help, [student's name] made a list on a chalkboard of different groups to which he/she belonged (e.g., family, class, bowling league, Boy/Girl Scouts). The teacher asked guiding questions to encourage [student's name] to verbally discuss his/her varied roles in each of these different groups. [Student's name] used pictures and invented spelling to make the list.
- The teacher showed [student's name] and a peer a photograph of a President of the United States. [Student's name], peer, and teacher discussed the President's various roles as a parent, citizen, and President.

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Alternate Learning Expectation (ALE): IGI.1. *Explain the consequences of an individual's decisions and actions*

Alternate Performance Indicator (API): IGI.1.6. *Recognize that individuals can belong to groups but still have their own identity*

Sample Activities:

- [Student's name] and teacher discussed the members of the photography club, of which [student's name] is a member. [Student's name] and teacher discussed the things all group members have in common. They then discussed traits that the individual members have that may be different from the rest of the group.
- [Student's name] and a peer each discussed a group in which he/she is a member (e.g., chorus, band, church) and how he/she is similar to and different from the other members of the group. [Student's name] discussed 4-H club, and the peer discussed his/her scout troop.

Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS

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Alternate Learning Expectation (ALE): IGI.1. *Explain the consequences of an individual's decisions and actions*

Alternate Performance Indicator (API): IGI.1.7. *Demonstrate understanding of consequences when rules are not followed*

Sample Activities:

- The teacher described a series of five scenarios to [student's name]. Each scenario involved a situation in which people did not follow rules. After each scenario, the teacher asked, "What might happen next?" [Student's name] predicted the consequences of each instance in which people did not follow rules.
- [Student's name] and two peers used puppets to role-play three different situations in which someone did not follow rules.

Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS

Standard: *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

Alternate Learning Expectation (ALE): IGI.2. *Identify purposes for having rules*

Alternate Performance Indicator (API): IGI.2.1. *Demonstrate understanding of the reason for rules*

Sample Activities:

- The teacher described a series of five scenarios to [student's name]. Each scenario involved a situation in which people did not follow rules. After each scenario, the teacher asked, "What might happen next?" [Student's name] predicted the consequences of each instance in which people did not follow rules.
- [Student's name] helped create classroom rules and joined in a class discussion of why each suggested rule was chosen or discarded. The teacher led the discussion and wrote each rule on the whiteboard as it was being discussed. The class voted on each rule by a show of hands. The teacher wrote each rule that was accepted on poster board to be displayed in the classroom. When a rule was rejected, [student's name] erased it from the whiteboard.

Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS

Standard: *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

Alternate Learning Expectation (ALE): IGI.2. *Identify purposes for having rules*

Alternate Performance Indicator (API): IGI.2.2. *Design a set of rules or laws for home, classroom, or community*

Sample Activities:

- [Student's name] helped create classroom rules and joined in a class discussion of why each suggested rule was chosen or discarded. The teacher led the discussion and wrote each rule on the whiteboard as it was being discussed. The class voted on each rule by a show of hands. The teacher wrote each rule that was accepted on poster board to be displayed in the classroom. When a rule was rejected, [student's name] erased it from the whiteboard.
- [Student's name] and a peer discussed possible rules for a household, and then used erasable markers to write their rules on a whiteboard, using pictures and invented spelling when needed.
- After a group discussion on rules and the reasons for rules, [student's name] and a group of peers came up with five community rules and dictated them to the teacher, who wrote them on the whiteboard, along with the rules from the other groups. [Student's name] then participated in a discussion of why each rule was chosen and why different groups often came up with the same rule.

Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS

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Alternate Learning Expectation (ALE): IGI.2. *Identify purposes for having rules*

Alternate Performance Indicator (API): IGI.2.3. *Demonstrate understanding of the necessity of establishing and enforcing the rule of law of individual responsibility*

Sample Activities:

- [Student's name] cleaned out his/her desk, then participated in a group discussion about what might happen if no one cleaned out his/her own desk.
- [Student's name] accompanied the class on a visit to the local police department, where he/she listened to a police officer discuss the importance of individual responsibility in following rules.

Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS

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Alternate Learning Expectation (ALE): IGI.2. *Identify purposes for having rules*

Alternate Performance Indicator (API): IGI.2.4. *Demonstrate understanding of cooperation*

Sample Activities:

- [Student's name] cooperated with a group of peers to make and paint a four-foot long papier mache replica of a Viking longboat.
- [Student's name] cooperated with a group of peers to plan a surprise birthday party for the principal. [Student's name] made verbal suggestions, while a peer wrote a list (on notebook paper) of needed supplies and of tasks to be done. [Student's name] volunteered to help make punch (from orange sherbet and ginger ale), and party favors ("sparklers" or wands made from a dowel painted white, gold glitter paint, glue, gold chenille stems, and gold foil-type garland).

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Alternate Learning Expectation (ALE): IGI.2. *Identify purposes for having rules*

Alternate Performance Indicator (API): IGI.2.5. *Work independently and cooperatively to accomplish goals*

Sample Activities:

- [Student's name] worked with a group of peers to build a float for the Homecoming parade. The float depicted the school mascot done in tissue paper “flowers” tucked into a chicken-wire armature. [Student's name] helped make the “flowers” and tuck them into the wire.
- [Student's name] and a peer used bamboo sticks, silk, and fabric paint to make a pair of Chinese dragon kites, which they then took outside and flew.
- [Student's name] used a set of picture instructions to help a partner make cupcakes for a class party.
- [Student's name] and a peer worked together to build and decorate a puppet stage for a local community center. The stage was made from two wooden crates and decorated with paint and fabric.